

Special Educational Needs (SEND) Policy



Aims 'Every Teacher is a teacher of SEN'

The underlying ethos of Bingley Grammar School is one of inclusion where everyone is made to feel welcome. Our school vision sets out to ensure that all students ENJOY high quality LEARNING experiences through which they are able to ACHIEVE their full potential. Our inclusive ethos aims to encourage all pupils to be actively involved in their own learning. This **involves** valuing all pupils and staff equally and reducing barriers to learning and participation. The approach to SEND is to raise aspirations and expectations for all students by providing a focus on outcomes for children and young people and not just hours and provision/support.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Policy
- To provide support and advice for all staff working with special educational needs pupils
- To ensure that parents are informed of their child's special needs and that there is effective communication between parents and school.

SEN Leadership

The Assistant Headteacher, Director of Learning Support is **Paula Robinson**.

The named **SENCO** for the school is **Paula Robinson**.

The named member of the governing body is **Angela Costello**.

The **governing body** as a whole is responsible for the provision for pupils with SEN.

Specific responsibilities of SEN leadership include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for all students with SEND
- Liaising with and advising fellow teachers
- Managing teaching assistants
- Overseeing the records of all students with SEND
- Liaising with parents
- Contributing to in-service training of staff



- Liaising with the LA and other agencies in initiating and supporting students who already have or are in need of an EHC plan.

Contextual Information

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations)
- Health and Social Care Act 2012
- Equality Act 2010
- Mental Capacity Act 2005
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25 (1 September 2014)
- Supporting Children with Medical Conditions (April 2014)
- Child Protection & Safeguarding Policy
- Accessibility Plan
- Teachers standards 2012.

Definitions

The law states that a child has a special educational need if he/she has a: *significantly greater difficulty in learning than the majority of others of the same age and/or disability/health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Areas of Special Educational Need

These four broad areas give an overview of the range of needs that are planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The four areas of need are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical.

Admissions

We welcome students with SEND with an EHC plan in our mainstream school. We fully support the inclusivity principles underpinning the code of practice.

Applications from parents of students with SEND but no EHC plan will be considered on the basis of the School's published admissions criteria.



Roles and responsibilities

The governing body has a responsibility to:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people’s SEND
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- Inform parents when they are making special educational provision for a child
- Ensure that arrangements are in place to support pupils at school with medical conditions
- Provide access to a broad and balanced curriculum
- Ensure that pupils from Year 8 to Year 13 are provided with independent careers advice
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child’s progress
- Record accurately and keep up-to-date the provision made for pupils with SEND
- Publish annual information on the school’s SEND Policy, setting out the measures and facilities to assist access for pupils with disabilities
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities provided to assist pupils with disabilities, and the school’s accessibility plan
- Ensure there is a qualified teacher designated as SENCO for the school
- Determine their approach to using their resources to support the progress of pupils with SEND.

We take into account the Equality Act 2010 and other linked legislation in describing arrangements for providing access for students with SEND and Vulnerable or disabled students to a balanced and broadly-based curriculum.

The Headteacher has a responsibility to:

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them
- Ensure that teachers monitor and review the pupil’s progress during the course of the academic year
- Co-operate with local authorities during annual EHC plan reviews
- Ensure that the SENCO has sufficient time and resources to carry out their functions



- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements
- Ensure that all teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered.

We take into account the Equality Act 2010 and other linked legislation in describing arrangements for providing access for students with SEND and Vulnerable or disabled students to a balanced and broadly-based curriculum.

The SEN Coordinator (SENCO) must:

- Be a qualified teacher
- Attain the National Award in Special Educational Needs Co-ordination within three years of appointment
- Collaborate with the Governing Body, Headteacher and Director of Learning Support, to determine the strategic development of SEND policy and provision in the school
- Work with the school governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Undertake day-to-day responsibility for the operation of SEND policy
- Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans
- Liaise with the relevant designated teacher where a looked after pupil has SEND
- Advise on a graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with the parents of pupils with SEND
- Liaise with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Be a key point of contact with external agencies, especially the LA and LA support services
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned
- Draw up a profile of each child or young person with identified SEND
- Provide professional guidance to colleagues and work closely with staff



- members, parents, carers, and other agencies, including SEND charities
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family
 - Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND, including on forums
 - Ensure that the school keeps the records of all pupils with SEND up-to-date
 - Inform the child's parents that SEND provision is being made, where the child does not have an EHC plan.

Class / subject teachers must:

- Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment
- Use appropriate assessment to set targets which are deliberately ambitious
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving
- Provide up-to-date information regarding student progress to assist with EHCP/reviews.

Involving pupils and parents in decision making

Effective planning should help parents, children and young people with SEND express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not their SEND label
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon
- Highlight the child or young person's strengths and capacities
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future
- Tailor support to the needs of the individual
- Organise assessments to minimise demands on families
- Bring together relevant professionals to discuss and agree together the overall approach.

Funding

We will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the local offer for the SEND provision of its pupils. Personal budgets are allocated from the local authority's high needs funding block and Bingley Grammar will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.



Local offer

We will cooperate generally with the local authority and local partners in the development and review of the Local offer. Details of BGS Local offer can be found on the school website. (www.bingleygrammar.org – curriculum – learning support – local offer) or via the Bradford schools online website – Local offer – schools.

Identification

Pupils with SEND are identified in one or more of the following ways:

- The Local Authority may refer students with an EHCP to Bingley Grammar School as the named school
- From primary school records and prior visits as part of the transition process
- Prior attainment results
- Access Reading Tests administered to some Year 7s on entry
- CATs Baseline tests administered during the first term for all Year 7 students
- Termly assessments
- Subject teacher assessments and on-going interim reports
- Referrals from teachers who have concerns about an individual, either behaviour, learning, literacy, numeracy or other issue
- Referral via Learning Support meetings
- Where appropriate, individual reading and spelling tests to assess levels of literacy
- Staff may refer students to the Learning Support Department.

Movement on the SEND register is considered in line with the 'triggers' for movement stipulated in the SEND code of practice.

The school will:

- provide extra support to pupils falling behind or making inadequate progress given their age and starting point
- Assess whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

SEND Support Register

The SEND support register/Learning Support Register is now a single category of support, as described in the graduated approach. This is to ensure a personalised approach, to meet the needs of all SEND students.

This includes a cycle of reviewing to Assess-Plan-Do and Review, which enables a personalised profile to be created and a child centred approach to be implemented. The provision is decided by the level of need and is highlighted in the school's local offer published on the school web-site. This is co-ordinated with Local Authority approach. Involvement with external agencies/specialist support will be as and when



required. Pupils and parents will be fully involved when being added or moved on the SEND/Learning register.

The Graduated approach

High quality teaching differentiated for individual pupils is the first step in responding to pupils who have or may have SEND. Once a potential SEND concern has been identified, we will employ the graduated approach to meet the pupil's needs, including:

- **L1 (SEN – Range 1)**

- Establishing a clear **assessment** of the pupil's needs (**Assess**)
- **Planning** with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, in conjunction with careful monitoring (**Plan**)
- **Implementing** the interventions, with support of the SENCO (**Do**)
- **Reviewing** the effectiveness of the interventions and making any necessary revisions (**Review**).

- **L2 (SEN – Range 2)**

In this range specific interventions can be implemented where a pupil:

- Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- ⊖ Presents persistent social, emotional or mental health needs
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

- **K3 (SEN – Range 3)**

The relevant teacher or SENCO, in consultation with parents, will talk with the parents about seeking advice from external support services, if a pupil:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has social, emotional or mental health difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised intervention plan



- Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning

Education, Health and Care (EHC) plans

Bingley Grammar will meet its duty to respond to the local authority within 15 calendar days, if it is named on a pupil's EHC plan. The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them. The school will request a re-assessment of an EHC plan following an initial assessment, if a pupil's need significantly change.

Assessment

We will, in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school. The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

Reviewing an EHC plan

We will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited
- Cooperate with the local authority during annual reviews
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting
- Ensure that a review of a pupil's EHC plan is undertaken before transfer to another phase of education.

External agencies

A wide variety of agencies are available to support children with SEND and if the child has an EHC plan, the agencies involved (education, health care and social care) are required by legislation to work jointly in forming and carrying out that plan. The school liaises closely with a wide range of other colleagues and works with them



as they provide therapy within the school. The school refers and liaises regularly with the following services:

- The school doctor/nurse
- The educational psychologist
- The educational welfare officer
- The speech and language service
- Occupational therapy service
- Visually and hearing impaired support service
- Child and mental health services
- Autism outreach service.
- Cognition & Learning Team

We would seek to co-operate and liaise with other mainstream and special schools in whatever way appropriate and necessary, particularly at any transfer stage.

Arrangements for complaints

Any complaints regarding SEND provision should initially be discussed with the class teacher or the SEND co-ordinator. If this fails to provide a satisfactory answer, the issue should then be raised with the Headteacher following the schools Complaints Policy. Where a child has an EHC plan, the local authority is obliged to have in place processes for dealing with complaints, disagreements and mediation, which are described in the Local offer.

Monitoring and evaluation of SEND

We will:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND
- Record details or additional or different SEND provision on a provision map.

Reviewing the Policy:

This policy will be reviewed annually in line with the school's policy review calendar.

This policy was created by the Assistant Headteacher - Director of Learning Support and SENCO in conjunction with SEN Governor, SLT, staff and parents.

Originator: MMA / PJR

Partner Governor: AC

Ratified by Governing Body

Date of Review: November 2021

Next review: September 2022

